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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 18 and 19, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Skyline High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Kathy Clark is commended.

The staff and administration are congratulated for the generally fine program being provided for Skyline High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Skyline High School.

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State Superintendent
of Public Instruction

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Secretary

Board of Regents Appointments   *12/20/2002*

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Dr. David Gourley...Assistant Superintendent, Support Services
David F. Garrett... Business Administrator/Treasurer

SKYLINE HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Kathy Clark ....Principal
Ike Spencer.. Assistant Principal
Dan Snarr .... Assistant Principal

Counseling

Jo Berry... Counselor
Larry Eldracher .... Counselor
Paula Martin... Counselor
Diane Nelson.. Counselor
Carole Palmer.. Counselor

Support Staff

Colleen Norris ....Dean of Students
Janice Johnson... Bookkeeper
Marie Jex..Registrar
Diane Bunker ....Principal's Secretary
Leisl Leystra...Main Office Secretary
Kristine Gibbs .... Career Center Secretary
Carol Allen... Attendance Secretary
Debbi Livingston...Counseling Center Secretary
Kathi Keller...District Psychologist
Mike Hill.. Deputy Sheriff
Jolene Davidson ....Media Coordinator
Hindy Friedman.. Media Center Teacher Aide
Steve Stettler .... SYSOP
Julie Cowley...Attendance Tracker
Pam Jenson... Employment Specialist
Marilyn Greenwood... Work-Based Learning Coordinator
Betsy Taylor...Behavioral Health Assistant

Faculty

Julie Allred... Business
Sam Arishita.. History/Japanese/Judo
Mark Baggaley .... Business/ESL
Nancy Ballard... English
Kevin Ballew...Automotive
Craig Barlow .... Math Level 3
Deb Bennett..Physical Education/Health/AD
Jay Blain .... Math Level 4
George Brown ....German/English
Ric Camac..ATE/Concrete/Home Building
Richard Chatelain...................................... Instrumental Music/Film Studies
Matt Clark ....Biology/Chemistry/Athletic Trainer
Patti Clements .... Service Learning (PLT)
Adella Croft.. Math Level 4
Brenda Crooks.. English
Joanie Daily...Service Learning
Ruth Dallas...Family & Consumer Science
Greg Deyle ....Human Biology/Biology/Zoology
Roger Dupaix ....Driver Education/PE
Julie Ericksen ....Family & Consumer Science
Dierdri Farr .... AP European History/Honors World Studies
Verlan Fullmer ....Art/Pottery/Sculpture
Susette Gertsch..Art/Drawing/Painting
Jay Gundersen .... Vocal Music
Irma Hofer...Spanish
Rod Horton... Spanish/P.E.
Allen Hymas .... Physical Education/Health
Clarann Jacobs .... English/Journalism
Mark Matthew Isom .... English
Jasumback..Physics/Geology
Paul Jeppesen ....Driver Education/History
Beckee Johnson...Drama/English
Shawn Kennedy... Graphic Arts
Rocky Lambourne .... Math Level 3
Larry Larsen...................................Chemistry/Physiology/AP Environmental Science
Denice Long... Math Level 4
Philip Lundgren...................................... Woodshop/Work Release Students
Tina Maasberg....................................... Math Level 3/Student Government
Steve Marlowe .... Weight Training/P.E.
Wayne Moyle..Chemistry
Mark Nielson.. Social Studies
Troy Norris.. Math Level 3
Christy Olsen... Social Studies/Study Skills
Liz Raybould.. Drill Team/English

Faculty cont.

Judith Roberts.. English/Debate/AP Psychology
Trey Sayes... Math Level 4
Tim Simmons.. Social Studies/Business
Dennis Smith...Art/Airbrush/Crafts/Com.Art/Drawing/Jewelry
Judy Stone.. English
Phil Talbot................................. Biotechnology/AP Biology/AP Environmental Science
Jill Thackeray .... English
Justin Thompson ....English/Literary Magazine
Shaunda Trimmer...Human Biology/Cheerleading
Bob Tyrrell.. Multi-Media
Amber Wade .... Dance/Social Studies
Charlie Whiting...History/P.E.
Colleen Wood..AP Art History/Social Studies
Donna Young ....French/English
Sharmain Kennedy .... Special Education
Kelli Summers.. Special Education
Chris Thomas .... Special Education
Joan Symes...Special Education Aide

SKYLINE HIGH SCHOOL

MISSION STATEMENT

Skyline High School fosters a community which values
character, personal responsibility and intellectual curiosity
in order to achieve a high level of student learning.

BELIEF STATEMENTS

We Believe
> in promoting and recognizing the worth and dignity of each
> individual,
> in fostering individual accountability and responsibility,
> in focusing on education, and making classroom instruction our
> priority,
> in teaching skills that prepare students for the future,
> in offering a variety of opportunities for all,
> in establishing a partnership between education and community,
> in developing citizens who contribute to society in a positive manner,
> and
> in providing a safe and healthy environment.

MEMBERS OF THE VISITING TEAM

Ann Adams, Davis School District, Co-Chairperson

Mont Wideburg, Alta High School, Jordan School District, Co-Chairperson

Jeanne Andersen, Box Elder High School, Box Elder School District

Marsha Forsgren, Uintah High School, Uintah School District

Charisse Hilton, Brighton High School, Jordan School District

Susan Huff, Riverton High School, Jordan School District

Mary Moulton, Uintah High School, Uintah School District

Barbara Springer, Oquirrh Hills Middle School, Jordan School District

VISITING TEAM REPORT

SKYLINE HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Skyline High School is located in the Granite School District and is celebrating its fortieth anniversary this year. When it first opened its doors in 1962, it was featured in *Time* magazine for its innovative architectural design. Since that time, it has undergone a number of building additions to accommodate upwards of 3,000 students. Throughout its forty-year history, the student population at Skyline High has experienced periods of both growth and decline. Over the past five years, however, the school has been in a declining mode. In fact, Skyline reports that it has lost approximately 100 students per academic year since 1999. Currently, the school serves a population of 1,456 students—of which 35 percent attend on special permits from neighboring schools and districts.

The student body at Skyline High School is predominantly composed of Caucasian students (95 percent). Skyline students are from upper to middle income families. There are very few students on free or reduced lunch programs (only 4 percent). In addition, Skyline High has fewer than 15 students (or about 1 percent of the total student population) who require assistance from the English as a Second Language program. Similarly, the school's Special Education/ Resource Department serves only 100 students (or less than 7 percent of the student population). The reported mobility rate among students for the previous school year (2001-02) was 28 percent. Three factors appear to have influenced this high percentage: (1) the high number of students on special permit who return to their home schools, (2) an increase in the number of seniors who graduate early, and (3) the number of seniors with citizenship required for graduation transfer to the district's alternative high school.

For the past four years, Skyline High School has been actively engaged in a collaborative self-study process involving students, teachers, support staff, and parents. The school actually began a self-study prior to the formal implementation of the Collaborating for Student Achievement process. This template has provided the school with a structured and focused process for addressing school improvement. The school's profile incorporates a good amount of student achievement data from a variety of sources, including the Stanford Achievement Test (SAT), the Utah Core Criterion-Referenced Tests (CRTs), the American College Test (ACT), the Applied Technology Education (ATE) Skills Certification Test, and College Board SATs. Additional information about the student body is also provided in the school profile: Grade Point Averages (GPAs), citizenship for graduation credits, number of suspensions, average daily attendance (ADA), Advanced Placement (AP) test results, and the goals and achievements of graduating seniors. Furthermore, the school profile section includes results from satisfaction surveys administered to Skyline High's students, teachers, and parents.

a)   *What significant findings were revealed by the school's analysis of their profile?*

Skyline High's school profile provides an overview of student achievement data, the demographics of the student body, and some of the students' general characteristics. Additionally, the profile reveals information about who is achieving learning at the school and who is not, along with what is being learned and what is not in academic areas such as language arts, science, and mathematics.

An analysis of the data reveals that, typically, Skyline High School students perform at a higher level than district, state, and national averages on the norm-referenced and criterion-referenced assessments. However, further disaggregation of the data based on gender, ethnicity, "middle" to "low level" achieving students, and dropout rates might assist the school in identifying specific student populations that may be in need of additional support.

The results obtained from Skyline High School's perception surveys of students, parents, and teachers also indicate that the majority of respondents feel overall satisfaction with the school regarding the educational program and the overall school climate. Furthermore, respondents feel that students are provided with a wide range of opportunities and resources designed to prepare them for post-high school opportunities.

b)   *What modifications to the school profile should the school consider for the future?*

Skyline High School should continue its efforts to systematically collect, disaggregate, and analyze pertinent student data to guide decisions made by the leadership team, focus groups, and departments within the school. This effort should be extended to include data associated with the specific needs of "middle" to "low level" achieving students enrolled at the school. In addition, it is recommended that the school consistently utilize the data collection process to inform the work of individual departments and the school's focus groups operating across all organizational levels of the school. Carefully selected measurements should also be identified and monitored to evaluate progress toward the desired results for student learning (DRSLs), including communication, respect/ responsibility, and problem solving.

Suggested Areas for Further Inquiry:

〈   Continue to rely upon ongoing data collection from a wide variety of methods and sources.

〈   Conduct in-depth analyses all of the information collected to ensure that the work of all staff members, including departments and focus groups, addresses continuous, school-wide improvement.

⟨ Provide ongoing professional development in areas of data collection, organization, and disaggregation to ensure that all staff members acquire skills in working with data and making it useful at both the classroom and schoolwide levels.

⟨ Expand school profile information to include (1) the variety of courses and numbers of credits earned in concurrent enrollment programs, (2) data that focuses on the needs of "middle" and "low level" students (e.g., at-risk and ESL student achievement information, graduation rates, dropout rates, etc.), and data that reflects progress toward the three DRSLs identified by the school.

⟨ Include the identified measurement tools for assessing progress toward attaining the three schoolwide DRSLs (communication, responsibility/respect, and problem solving) and develop a rubric scale for assessing the extent of achievement for each identified indicator.

CHAPTER 2: THE SELF-STUDY PROCESS

a)   *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Skyline High School has been actively engaged in a collaborative self-study process for the past four years. The school began a self-study process prior to the implementation of the Collaborating for Student Achievement process. Involvement in this process provided the school with a more structured and focused process to address school improvement. A good amount of evidence is present to indicate that Skyline High School utilized a collaborative process involving teachers, administrators, students, and parents in the self-study process.

Focus groups were identified and organized around each of the NSSE rubrics for the purpose of organizing, conducting, and developing the self-study. It is clear that the focus group leaders provided direction and guidance in rating the school's performance for each of the NSSE rubrics. In addition, each department met to discuss areas of strength and weakness and to identify specific improvement goals.

b)   *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The work done in departments and focus groups shows a clear and significant effort to identify areas of strength at Skyline High School. There is evidence that all staff members were involved with, and committed to, completing the self-study within each department and focus group. However, continued collaboration across departmental lines and among focus groups is strongly encouraged.

Additionally, the analysis conducted tends to focus on higher-achieving groups of students and programs that support their success. It is recommended that the study be expanded to include an examination of the school's limitations, as well as its strengths, to ensure that the specific needs of all students, including "middle to low" achievers, are being addressed.

Furthermore, it is not clear that the data presented in the school profile section of the report was fully utilized as part of departmental or focus group discussions. Hence, it is also recommended that Skyline High's continued self-study include the use of data to drive the decision-making process, to monitor progress toward the schoolwide DRSLs, and to guide the activities of departments, focus groups, and the leadership team.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Skyline High School's desired results for student learning (DRSLs) are as follows:

1. Communication (Written and Verbal)
2. Responsibility & Respect
3. Problem Solving

Shared Vision, Beliefs, Mission, and Goals:

a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The current mission statement is a revised version from a collaborative process began by the Skyline High School faculty four years ago. A small focus group completed the final statement approximately four weeks prior to the site visit. It appears that an honest effort was made to include all department members and stakeholders in a collaborative process. As the self-study progresses, it is important that all departments and stakeholders (including students from all levels) continue to be represented to ensure ownership across the school community.

b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The belief statements correlate with the mission statement and desired results for student learning. Staff members convey their commitment to supporting the school goals, but do not indicate that all had participated in the process of establishing such goals. The administration and staff are overwhelmingly supportive of teaching and learning in the classroom and are actively engaged in providing learning opportunities. Again, the belief statements and action plan should reflect a desire for students who fit

the middle to low learner category with an emphasis placed on helping all students be successful at Skyline High.

c)   *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The mission statement is broad, but is aligned with the belief statements and desired results for student learning. The Visiting Team recommends that the leadership team revisit the belief statements and desired results for student learning to define measurable goals and a system to measure student achievement for all learners.

Curriculum Development:

a)   *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

There is evidence that there is a wide and a diverse curriculum. There are efforts by the departments to coordinate the curriculum with the Utah State Core. It is impressive that PTSA officers and the Community Council members are familiar with Utah State Core expectations and their alignment with Skyline High School's curriculum. The development of the curriculum does not fully take into account the need to support and challenge all students to excel in their learning. The school needs to continue collection of data from various sources to drive curriculum development. Conversations need to begin addressing instructional needs across **all** ability levels.

b)   *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

There is significant evidence that all departments are participating in the Writing Across the Curriculum project. It is commendable that ongoing instruction and support are provided for effective use of this project. Efforts are being made to coordinate the curriculum and schoolwide desired results for student learning across grade levels, but these efforts do not necessarily lead to a shared vision for all subject areas. Some components of the school's action plan do not directly align with information contained in the school profile or with the schoolwide DRSLs to address all levels of student learning. Indicators and performance standards for DRSLs need to be refined, clearly understood, and clearly implemented by all departments.

Quality Instructional Design:

a)   *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Skyline High School has established a positive climate for most learners. Students are highly motivated and assume responsibility for their own learning. Classroom

observations made by the Visiting Team reveal that a wide variety of instructional strategies and methods are being utilized. However, an effort is needed to provide more opportunities for students to apply their learning in activities that call for higher-order thinking skills (problem-solving, decision-making, and investigation).

b)   *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Members of the professional staff at Skyline High School are highly educated in their areas of expertise and are able to communicate accurately and provide complete explanations of subject matter material. However, the school must also recognize the needs of "middle to low" functioning students and develop and identify more alternative strategies to assist them in gaining competence in essential skills.

c)   *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Skyline High School provides ample opportunities for students to improve and enrich their learning through additional instructional resources, and through collaborative networks of support within the school and across the community. Various programs (including a night program, study skills classes, and transitional support from junior high) serve to support student learning. Several students interviewed by Visiting Team members reported that they felt teachers were willing to invest extra time before and after school to assist students when necessary.

Quality Assessment Systems:

a)   *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The Six Traits Writing rubric is utilized schoolwide to support the Writing Across the Curriculum project. There is evidence that some instructors need to develop a better understanding of that assessment tool. In many cases where the expectations of student learning are clearly defined (AP and Honors courses), assessments of student learning are aligned with the essential knowledge and skills and performance standards. However, there is a need to move toward a comprehensive assessment system inclusive of all students at Skyline High School.

b)   *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Individual classroom assessments are designed to measure each teacher's expectations for his or her students. There is evidence that Skyline High School utilizes a wide variety of assessment tools to measure student learning and teachers' expectations. Skyline High School needs to develop a schoolwide assessment tool to assess its DRSLs.

c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The staff needs to develop multiple measures of student performance in all subjects and for all levels of students. All students should be afforded the opportunity to demonstrate their proficiency through alternative methods. With such a homogenous population, instructors need to move toward assessments that are more fair and equitable to all students. This practice will ensure greater validity in assessing what students know and can do, as well as those students who do not perform well on standardized tests.

Leadership for School Improvement:

a) *To what extent does the school's leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The school has established a strong and positive learning environment in which teaching and learning are actively supported by all stakeholders, including administrators, faculty, staff, students, and community. There is a culture of high expectations for students and staff. The administration has positively supported faculty requests to decrease the amount of time out of class. The community has a visible relationship with the school and a vested interest in the school. Most students and staff members feel valued and important

b) *To what extent does the school's leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

The leadership team has made significant efforts to use data in establishing goals and improvement in the CRT results for Math and Biology. Writing across the curriculum is also an exemplary effort by the leadership team to improve the communication skills of all students. However, it is unclear what data was used to suggest the need for beginning an International Baccalaureate (IB) program or Arts Council at the school.

The leadership team has encouraged parents and other stakeholders to play an active role in the development of programs that benefit and recognize Skyline students as well as those that maintain enrollment.

The principal is commended for her energetic effort in pursuing and encouraging data-based decision-making. It is suggested that the leadership team continue to collaborate with the faculty and staff of Skyline High to create an atmosphere of ownership among all stakeholders.

c) *To what extent does the school's leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

It appears that the leadership team is aware of CRT and SAT testing norms and has identified significant deficiencies in certain areas. It is unclear whether an active pursuit is in place to remedy the deficiencies and remediate students to mastery level. The data needs to be used to establish measurable goals and timelines for student improvement and professional development for staff members. It is recommended that the school develop a comprehensive assessment system using research-based data to improve student learning and instructional effectiveness.

d) *To what extent does the school's leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The Visiting Team commends the effort of the community to raise awareness of mental health issues and establish a program to address the needs of the school. Skyline students appear happy and well-adjusted. They convey that they feel safe at school and note that feeling as one of the greatest assets of Skyline High School. Students also note their teachers' willingness and availability to address personal and scholastic issues. Parents and community members express their support and confidence in the Skyline staff.

The school leadership team is encouraged to address the suggested substance abuse issues in a collaborative manner with all stakeholders. This is especially important as these issues can be documented in the school's profile information as noted by parents, students, and staff members.

e) *To what extent does the school's leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

Skyline High School is commended for its efforts in dedicating Land Trust monies for Writing Across the Curriculum. It is apparent that a wide variety of resources have been allocated for the establishment of the IB program, as well as other school goals. The leadership team is encouraged to objectively administer school resources for the optimum benefit of all students. The Visiting Team also suggests the development of measurements and timelines for assessing progress. The leadership team must continue to ensure that the allocation and use of resources are aligned with the DRSLs and are supportive of the action plan.

f) *To what extent does the school's leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

Skyline High School actively engages parents and community members in the learning process through a variety of programs, resources, and instructional materials. The school builds collaborative networks of support with community members. The administration is encouraged to continue building the knowledge, skills, and expertise of the faculty to employ data-driven and research-based decision-making that will serve to enhance long-term school improvement planning. Parents and students express an

affinity for the school and share in the responsibility for the success of Skyline High School.

Community Building:

a)   *To what extent does the school foster community building and working relationships within the school?*

Working relationships at Skyline High School provide a positive and productive learning environment. All stakeholders seek to maintain the traditions of excellence in athletics and academics, but have also added more emphasis on visual, performing, and cultural arts. Parents, as well as teachers, students, and administrators, are extremely proud of their combined support of school programs and activities.

Students responded positively to attending Skyline, and in spite of the fact that 35 percent of the student body comes from outside of the school's boundaries, it is obvious that a sense of caring and belonging permeates every facet of the school.

Extensive support is provided from the Community Council through an open-door policy provided by Skyline's administration. Parents are actively engaged in projects that celebrate their students' education, support the teachers and staff, and seek innovative ideas for possible implementation. Some of these projects include peer tutoring, Community of Caring, Arts Council, Head Heart and Hands Award, Mental Wellness (NAMI), and many booster activities for sports.

The Visiting Team congratulates Skyline for its exemplary level of development and implementation of community building.

b)   *To what extent does the school extend the school community through collaborative networks that support student learning?*

The school actively engages parents and families as partners in the learning process. Teachers expressed a sense of feeling "valued" at Skyline. Parents go out of their way to be supportive and are grateful for their students' educational opportunities. Education is revered in the Skyline community. This attitude is mirrored throughout the learning environment.

The PTSA representatives expressed a sense of community. There is evidence of vertical teaming to create a coherent instructional program.   The district determines geographical networks among all of its schools. Skyline's network includes its feeder junior high and elementary schools, which work together with the high school on developmental programs to achieve seamless instruction. The counseling center advises students through the SEOP program, and also provides college opportunities through post-high school college tours, out-of-state college visits, and articulation with feeder schools and colleges. However, a more individualized approach to the SEOP process should be considered.

Collaborative networks are evidenced by business partnerships, military visits, work-based learning activities, and community service opportunities.

Culture of Continuous Improvement and Learning:

a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The Visiting Team was impressed with the staff's opportunities for professional development. The staff is actively involved in Late Start, a monthly inservice program. Ongoing technology training opportunities are offered to teachers. Currently, 30 percent of the teachers are pursuing advanced degrees or lane change hours. Teachers participate in professional organizations where they are able to network with other teachers in curriculum development. The administration has actively sought grants to fund professional training opportunities. However, the Culture of Continuous Improvement and Learning focus group ranked themselves as a "2" on the NSSE rubric, indicating that they felt there was limited development and only partial implementation.

b) *To what extent does the school create conditions that support productive change and continuous improvement?*

Skyline creates conditions that support continuous improvement among its staff and faculty. Substitute teachers are occasionally provided for teachers attending many of the professional development sessions. The staff is notified of such opportunities in a timely manner through flyers, e-mails, and notices. However, several teachers expressed a desire to have more time to share ideas and to feel less departmentalized.

The Visiting Team suggests that new teachers have opportunities for dialogue with senior staff members and administrators in order to build a stronger sense of inclusion. The VT further suggests that more staff members become active in professional organizations and seek out additional ways to network with peers.

CHAPTER 4: NORTHWEST ASSOCIATION OF SCHOOLS AND OF COLLEGES AND UNIVERSITIES (NASCU) STANDARDS I-X

Standard I – Educational Program

This standard is met.

Standard II – Student Personnel Services

This standard is met.

Standard III – School Plant and Equipment

This standard is met.

Standard IV – Library Media Program

This standard is met.

Standard V – Records

This standard is met.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met.

Standard VII – Preparation of Personnel

The school's annual report (October 15, 2002) indicated eleven (11) teachers not properly endorsed.

Standard VIII – Administration

This standard is met.

Standard IX – Teacher Load

Skyline High is on the eight-period block schedule, which tends to tends to increase class size. Teachers are contracted for six periods, causing class loads to increase by as many as four to five students per class over the traditional seven-period schedule. Due to a shortfall in the budget for the State of Utah and a resultant cut in funding, the teacher-to-student ratio was raised from 1/25 to 1/28 in all Granite School District High schools this year. The school's annual report indicated twelve (12) teachers with loads exceeding 210 students.   Six teachers are teaching an extra class.

Standard X – Activities

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

a)   *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

One of the concerns of the self-study was the lack of alignment with the various data-gathering components of the report. The school profile, department reports, and focus groups provide only a partial picture of the school's areas for improvement. Furthermore, Skyline High School's action plan does not clearly align with the data contained in the profile section of the report. The action plan also needs to include the development of an assessment tool or set of rubrics to measure progress toward each of the three DRSLs.

b)   *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

It is clear that the faculty, staff and community of Skyline High School support the inquiry process involved in the self-study. The action plan presented in the report provides a detailed timeline and commits resources for implementation of the plan.

c)   *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

Skyline High School's action plan provides a system for monitoring the implementation of each area of focus; however the Visiting Team does not see a system in place for assessing progress in any of the six areas listed as part of the action plan. Hence, another recommendation is that the school develop an assessment tool or set of rubrics for measuring each indicator listed in the plan.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

◊   The faculty and staff at Skyline High School are to be commended for their efforts to complete the self-study process, their adherence to the Collaborating for Student Achievement model, and their attention to the NSSE rubrics.

The Visiting Team wishes to commend Skyline High School for creating a positive and supportive environment for students, teachers, and the community it serves.

The administration and staff at Skyline High are to be commended for their tremendous use of outside resources, including a strong parental support base, grants and funding opportunities, and other entities, in addressing identified needs at the school.

The Skyline High School teaching staff is recognized as a highly competent group of professionals who exhibit and demonstrate sound professional practices that support the learning process.

The administration and leadership team are to be commended for creating and implementing meaningful organizational structures that support the teaching and learning process.

Recommendations:

The Visiting Team recommends that the faculty and staff at Skyline High School expand the use of data to drive the work of departments and focus groups involved in the self-study process.

The Visiting Team recognizes a need for a more individualized and personalized approach to meeting the needs of all students, including "middle to low" achieving students. There is also a need to increase flexibility on the part of teachers in assuming responsibility for teaching all ability levels of students at Skyline High School.

The Visiting Team recommends that Skyline High School continue to collaborate with all stakeholders, including students, teachers, staff, and parents, in its continuation of the self-study process.

The Visiting Team recommends that the teaching staff at Skyline High School continue to work at building interdepartmental collaborative communities within the school to explore opportunities for cross-curricular integration and teaming.

The Visiting Team recommends that Skyline High School develop an assessment tool or set of rubrics for measuring each indicator for the three DRSLs identified (communication, respect/responsibility, and problem solving) and for each of the focus areas listed as part of the schoolwide action plan.